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Teachers of the Classics who have been for years striving by means of their work to develop the minds of the students under their influence and instil into them habits of exact and continuous study have understood fully the fallacy of the elective system and the immeasurable damage done to the cause of pure culture by the work of ex-President Eliot of Harvard University. Since Professor Lowell has been attempting to remedy in part the mischief done by Harvard's forty years of perversity, we teachers of the Classics have not solaced ourselves with the time-honored 'I told you so', but have rather looked seriously to the future with the hope that, after all, the pendulum had not swung too far in the wrong direction. This sentiment is well voiced by Professor J. Irving Manatt of Brown University, who, in an article in the May number of *The American College*, addresses a plea to the students of Brown University for the conservation of the Classics. Leaving out the sentences of rather far-fetched humor with which Professor Manatt enlivens his words, I quote the following:

Every educated man is, willy nilly, a trustee of the world's accumulated culture. If this treasure of the race be bartered for a mess of pottage, every man in this company must share the responsibility; and I pray you not to shirk it. Here, elsewhere, we want directors who direct; watchmen who keep awake. You know as well as I do how the intellectual and spiritual climate has changed in our time; how our seats of learning have become seats of everything but learning; how (as President Lowell puts it) "Athletics has beaten scholarship out of sight". President Eliot began his long administration by claiming for the Harvard degree "nothing less than four years devoted to liberal culture"; he closed it as the advocate of a three years' course which might include such broad and liberal studies as coal mining, ore dressing, foundry practice and blacksmithing! Specialization making sharp men and dissipation making shallow ones had run full course not at Harvard only, but in the college world at large; and it was high time for Mr. Lowell's new policy—"to develop the best all-round men in the United States". He has begun well by scotching the hydra that beset the springs—the myriad-headed monstrosity dubbed free election which really spells free damnation. But it remains to be seen whether even a Harvard president can graft a backbone into a jellyfish; whether anything short of knife and cautery can save the game.

Right here at the turn of the road is the real educator's opportunity and obligation. We want a

reevaluation of studies in a larger view of the end of all study, which is the making of all-round men. And we need not be surprised if it be found that these man-making studies are, in the main, just the good old humanities, with their source and centre in Greek, but radiating out (as all Greek things do) into manifold developments of sweetness and light and power. The last man you would take for a *laudator temporis acti* is our own Andrews; and he declares that "no modern community can, as a community, dispense with Greek studies except as it elects to be barbaric". That is a judgment worth weighing and history sustains it. We cannot with impunity drop Greek out of our national culture. That has been done more than once in history and always with disastrous consequences.

The plea has been made so often that its iteration sometimes seems to be wearisome and, as far as Greek is concerned, I very much fear that Greek has been dropped out of our national culture. Fortunately the power of Greek culture does not depend entirely upon the persistence of Greek studies. The torch of learning was carried through the revival of learning without any serious knowledge of Greek. The previous centuries of education, whatever education was, were largely Greek in foundation but Greek through Latin forms and the advocates of classical culture need not despair completely because Greek has vanished from the preparatory school. If the teachers of Latin do their duty, Greek influence will not have vanished and meanwhile there will be the chosen few who have continued to draw their inspiration immediately from the fountains. I do not mean that Latin is a form of Greek culture. Some teachers of Greek have been inclined to scorn Latin on this ground but, whatever may be said to the contrary, Greek has been preserved to the modern world by means of Latin and the spirit of Greek need not fail so long as Latin remains vigorous. If, therefore, the teachers of Greek are alive to the situation, they will champion the cause of Latin and strengthen it wherever they can, for he that helps the cause of Latin aids the persistence of Greek influence.

G. L.

THE PRESENT STATUS OF LATIN TEXT CRITICISM

Criticism of the text of an author, ancient or modern, is of course the first step that scholars must take before they can begin their detailed study